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ABSTRACT

The curriculum guides for foreign language and intercultural education programs in United States dependents schools overseas provide instructional ideas designed to promote learning about the language and culture of the host nation. The series, covering kindergarten through eighth grade, was written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of dependents schools. At each level, instructional units focus on aspects of the host culture, with host country language instruction objectives included in each unit. A variety of instructional activities are suggested, to be used as desired by teachers. The appendix contains a variety of activities not specifically designed for one grade level but useful at all levels as a supplement to contents of the grade-level guides. These include a bank of foreign language and intercultural activities designed for 5- and 10-minute classroom intervals; suggested questions for interviewing a new student; planning ideas and projects for host country study trips; planning ideas for a host nation club; suggestions for creating a host nation scrapbook; ideas for an intercultural activity day; sports activities; suggestions for planning a volksmarch; suggestions for an international arts festival; and other thematic suggestions for host nation activities. (MSE)

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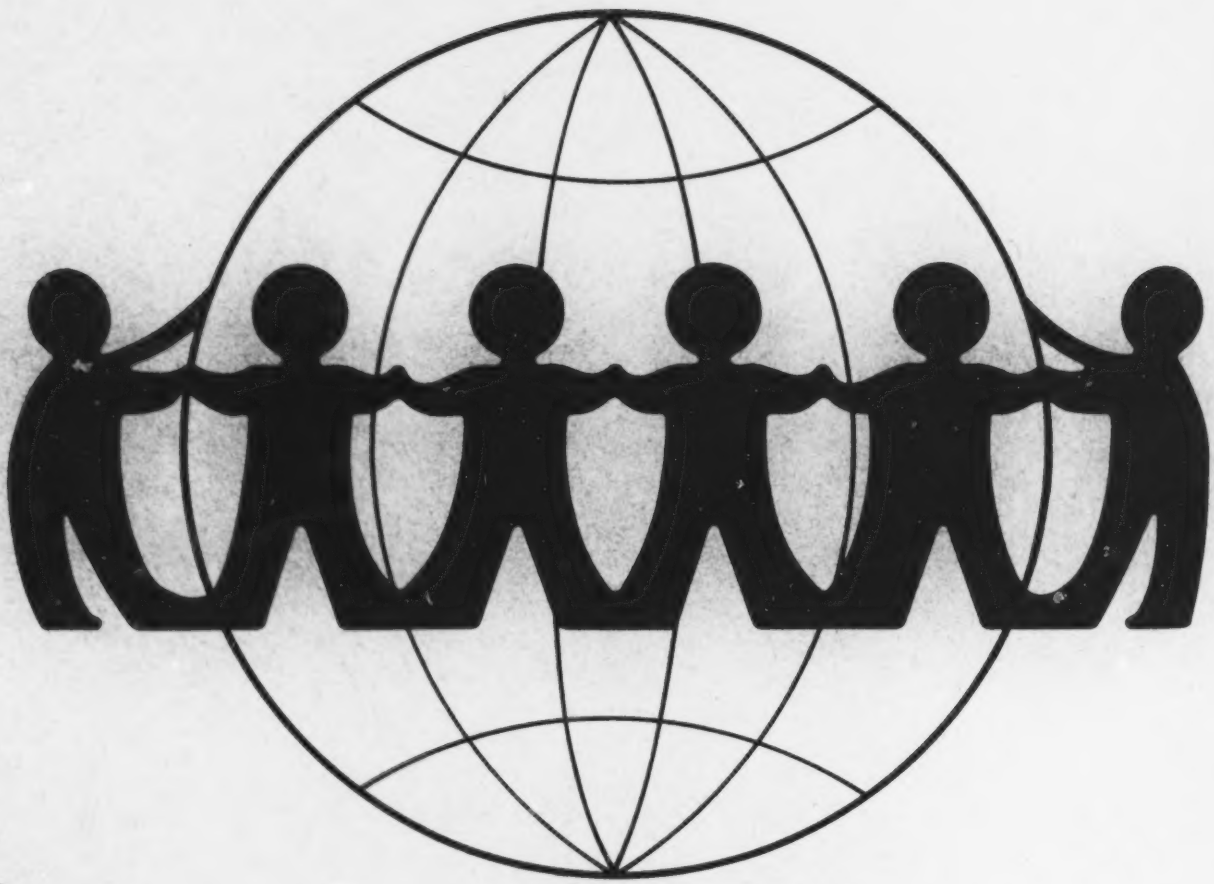
DS Manual 2650.9
April 1988

ED296608

FOREIGN LANGUAGE/ INTERCULTURAL PROGRAM



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APPENDIX

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PREFACE

The Department of Defense Dependents School (DoDDS) Foreign Language/ Intercultural Curriculum Guide has been written by host nation teachers, classroom teachers, and curriculum coordinators representing the five regions of DoDDS. The purpose of the guide is to provide a systemwide structure to a program which is unique to DoDDS and which makes available to students the opportunity to learn about the culture and the language of the people who are their hosts.

The guide has been designed to provide a sequential program of instruction from kindergarten through grade 8; however, the depth to which any program can go depends on the time available and the number of host nation teachers in the school. Host nation language instruction is an essential part of the curriculum; therefore, language objectives are included in every unit. The emphasis placed on the language and/or culture instruction will be determined by the needs of the students, the number of host nation teachers, and the instructional time and materials available. A wide range and number of activities have been suggested so that the teachers can select those which best fit their needs. One might want to consider using an activity from another grade level to better meet the needs of the students.

In order to achieve the objectives and obtain maximum student learning, the host nation teacher and the classroom teacher should coordinate their instructional programs to reinforce each other. The educators who have been involved in writing this guide have attempted to design the units, objectives, and activities to make this coordination and cooperative effort a little easier.

Arlyn G. Sweeney, Ed.D.
Chief, Education Division

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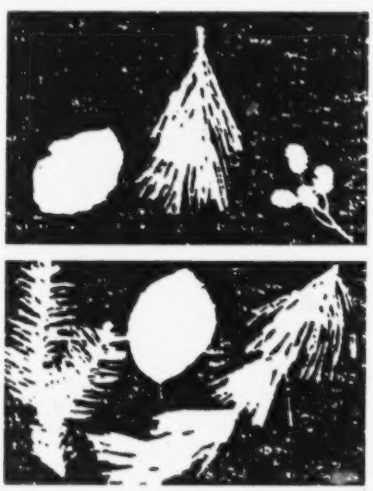

Edmund Schneider
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INTRODUCTION

The appendix includes activities which are not specifically designed for any one grade level, but can be used at all levels to supplement the grade level guides.

Caroline Hinkle
Escuela Primaria de Balboa
Panama

Every Student should

EAT A MEAL IN A TYPICAL HOST NATION RESTAURANT.

PARTICIPATE IN A LOCAL COMMUNITY FESTIVAL OR OTHER UNIQUE HOST NATION CELEBRATION.

RIDE A LOCAL BUS, TRAIN, OR STREETCAR.

PURCHASE AN INEXPENSIVE ITEM AT A HOST NATION STORE OR MARKET.

VISIT MUSEUMS, GALLERIES, AND OTHER NEARBY INSTITUTIONS.

ATTEND A PLAY, OPERA, CONCERT OR OTHER LOCAL PERFORMANCE.

SHARE A COMMON ACTIVITY WITH HOST NATION STUDENTS IN SPORTS, MUSIC, ART, ON JOINT STUDY TRIPS, AT A YOUTH HOSTEL, DURING A HIKE OR OTHER PARTNER ACTIVITIES.

FOREIGN LANGUAGE INTERCULTURAL ACTIVITY BANK

Following are some activities that can be used during those five- and ten-minute unplanned intervals at the beginning, middle, or end of a lesson. These activities should be helpful.

PRIMARY GRADES

1. Be ready to draw something that is only drawn with circles about the host nation.

2. Be ready to tell a good health habit of the host nation.

3. Flash fingers: Children tell how many fingers are flashed in the host nation language.

4. Say numbers, days of the week, months, and have children tell what comes next in host nation language.

5. "I went to the local open air market, and I bought ..." each child names an item in host nation language.

6. What number comes between these two numbers: 31-33, 45-47, etc., in the host nation language.

7. What number comes before/after 46-52-13 in host nation language.

8. Name animals on a host nation farm in the host nation language.

9. Give names of fruits and vegetables that you know in the host nation language.

10. Name things you can touch, things you can smell, big things, and small things in host nation language.

11. Say the colors you are wearing in the host nation language.

UPPER GRADE

1. Write the names of girls and boys in the class in the host nation language.

2. Name as many local national employees at this school as you can in the host nation language.

3. Name as many host nation cities as you can in the host nation language.

4. Name as many flowers and trees as you can in the host nation language.

5. Name as many kinds of ice cream as you can in the host nation language.

6. List one manufactured item for each letter of the alphabet in the host nation language.

7. List mountain ranges or rivers in the host nation language.

8. Make a list of five things you do after school. If you can, use the host nation language.

9. Name as many holidays as you can in the host nation language.

10. List as many host nation cars as you can.

11. List as many kinds of transportation as you can.

12. List all kinds of host nation food.

DISMISSAL ACTIVITIES

1. "I Spy" - who can find something in the room that starts with M, P, etc., in the host nation language.

2. Number rows or tables. Teacher signals number of table with fingers; children leave accordingly.

3. Those children with freckles may leave, buckled shoes, new front teeth, etc., identified in the host nation language.

4. Use flashcards. A first correct answer earns dismissal.

5. Dismiss by color of eyes, color of clothing, type or color of shoes, month of birthday, beginning letter of last name, in the host nation language.

6. Name an object that begins with B, C, etc., in host nation language. Pretend you are this object as you leave.

NEW STUDENT INTERVIEW

Following are some suggested questions you might ask new students when they enter the host nation class.

A. An interview could be scheduled at a time convenient to the student and teacher.

SAMPLE

I would like to know and help you feel comfortable in your host nation country and in your host nation town. Please answer the following questions:

WHERE WERE YOU BORN (date) _____ (where) _____

WHERE HAVE YOU LIVED:

IN THE UNITED STATES: _____
(state) (city)

OTHER PARTS OF THE WORLD _____
(country) (city)

WHERE DO YOU LIVE NOW: _____
(country) (city)

HOW LONG HAVE YOU LIVED HERE: just arrived _____

1 year _____

2 years _____

3 years _____

more than three years _____

DO YOU SPEAK ANY LANGUAGES OTHER THAN ENGLISH AT HOME? YES ____ NO ____

DO YOU HAVE ANY HOST NATION FRIENDS? IF YES, WHAT ARE THEIR NAMES, AND TELL ME WHICH KIND OF ACTIVITIES YOU DO TOGETHER.

_____

_____

HOW MANY BROTHERS DO YOU HAVE?

_____

HOW MANY SISTERS DO YOU HAVE?

_____

DO YOU HAVE ANY PETS?

_____

DO YOU LIKE TO DRAW?

DO YOU LIKE TO WRITE STORIES?

DO YOU LIKE TO TAKE PICTURES?

If yes, which kind of camera do you have? _____

SPORTS - Do you know how to swim ski play volleyball

ride the bicycle horse back ride baseball

skate board other

WHAT LANGUAGES DO YOU SPEAK: _____

_____

DO YOU KNOW HOW TO USE A HOST NATION PUBLIC PHONE? _____

DO YOU KNOW HOW TO RIDE A CITY BUS? _____

DO YOU KNOW HOW TO RIDE A HOST NATION TRAIN? _____

DO YOU KNOW HOW TO BUY ITEMS AT HOST NATION STORES SUCH AS:

___ supermarkets ___ baker

___ clothing ___ butcher shop

___ newspaper stand ___ vegetable store

___ toy stores ___ cheese stores

HAVE YOU EVER SHOPPED IN THE LOCAL HOST NATION TOWN?

WHAT IS YOUR FAVORITE HOST NATION FOOD? _____

WHAT PLACES HAVE YOU TRAVELLED TO IN THE HOST NATION? _____

BRIEFLY TELL ME HOW YOU SPENT YOUR SUMMER _____

_____

B. As an introduction to the Foreign Language/Intercultural program the following activities might be used:

1. Have students prepare a folder in which to keep host nation material.

2. Have students make an illustration for a class host nation calendar, using drawings to reflect students' impressions of the host nation customs, traditions, or festivities.

3. Explain possible traffic dangers around the school.

4. Point out safety measures needed during certain seasons; i.e., winter snow, ice, and monsoons, etc.

5. Have students design a cover for a class or student dictionary.

6. Have students write host nation greeting words and phrases to begin a year-long dictionary project.

7. Have students make self portraits with names and birthdays in crayon or cut colored papers.

8. Have students prepare the class study trip folder.

STUDY TRIPS

Study trips which provide appropriate extensions of the school program can be expanded from the immediate school area such as a short walk from the classroom to nearby places of interest to full day and multi-day trips. Study trips are a part of the whole educational program and can introduce, extend, and/or culminate a curricular topic. Study trips are excellent interdisciplinary catalysts. Being an integral part of the curriculum means that all such trips must have objectives, be well planned, have active participation from all involved, and include careful follow-up and evaluation.

If the school does not have a study trip guide, it might be useful to begin developing one to be used in the local area. If the school has developed a study trip guide, review it in terms of the suggestions given in the following study trip section and the overall objectives of the foreign language intercultural program.

Before planning a study trip, consider the following:

1. What is the true purpose of the study trip?
2. Does the trip support or supplement a unit of study?
3. What are the expected outcomes?
4. Does the study trip meet the regional/school goals?
5. Does the trip have interdisciplinary applications?
6. What are the implications of the study trip to the rest of the school?

Bryan Pearson
Escuela de Diablo
Panama

When planning the study trip:

1. Obtain approval from the principal.

2. Schedule it on the school calendar.

3. Notify the parents about the time and the place of trip, type of transportation, possible costs, clothing, nourishments, and an accurate amount of spending money which might be needed.

4. Obtain parental permission.

5. Obtain medical power of attorney.

6. Submit a transportation request.

7. Double check if transportation has been ordered.

8. Select and brief chaperones.

9. Be familiar with the place to be visited.

10. Confirm reservation times, dates, and fees.

11. Confirm meal arrangements.

12. Have available listing of telephone numbers, including emergency numbers.

13. Formulate, write, post, and discuss all study trip rules.

14. Prepare worksheets (scavenger hunt, museum, Bingo, "fill-in-the blank," etc.)

15. Prepare follow-up activities.

Students can be involved in gathering data by:

1. Exploring the local tourist office, film library, community libraries, transportation, and communication systems.

2. Collecting brochures, slides, films, posters, pamphlets, postcards, floor plans, maps, etc.

When students have gained knowledge about the goals of the study trip, gathered appropriate data, and studied necessary vocabulary, they can be given the following tasks to perform during the trip:

1. Artists can draw or sketch anything unusual or especially interesting during the trip: statues, rubbings of textured floors or other surfaces, unusual machinery, costumes or uniforms, products, unusual alphabet symbols, numeration systems, etc.

2. Curiosity Seekers should look for and collect data on unusual or puzzling objects or processes observed. This might include notations on paper, or a collection of rocks, soil, plants, shells, crops, insects, industrial scraps, train or bus tickets, or other items which the class will review and analyze later.

3. Information Gatherers should include all students since the purpose of the study trip is to gather information either as a pre-activity, process activity or a post-activity. The purpose of the trip will determine what form the information gathering takes--work sheets, lectures, or any other form. Tasks can be mixed to include photo information gatherings, art, note-keeping, mapmaking, etc.

4. Interviewers can be selected from the bilingual students in the class and they can also serve as guides and reporters. They can interview people at the study trip site: custodians, guards, managers, shop owners, clerks, workers, and other key personnel. Since these tasks involve language, they will need to practice through classroom simulation. Short and simple questions should be written out and practiced prior to taking the trip. For example, they might include inquiries about the cost of a certain type of item, number of items produced or sold each day, the most popular item, where the materials come from, the number of people employed, the length of the work day, how far the workers must come to their work, how long they have been employed, etc. The students will have to be prepared to introduce themselves and explain what they are doing to each person they interview.

5. Video Recording Team can use video equipment which offers an opportunity to construct a visual record of any study trip. Just as with the photographers and students with the tape recorder, they need to preplan what is to be filmed and be prepared for potential problems. They could be encouraged to develop an outline or write a script prior to filming.

6. Photographers can document the study trip with their cameras. They will need a list which identifies points, personnel, or processes which they shall photograph in addition to the other shots which they may desire to record. Color slides are especially useful since the whole class can view them after a trip. It is suggested to allow only a small group of students, and not everyone, to take a camera.

7. Mapmakers should be responsible for mapmaking during the trip, the bus route, the location of the buildings visited, the floor plan of the factory, and landmark locations. They can develop maps that show the history of exhibits or places where exhibits were found.

8. Tape Recorder Technician can be responsible for operating a portable tape recorder during the trip. They may work with the interviewers, the photographers, or independently in gathering the sounds of the areas visited. They need to be prepared in advance for their tasks.

9. Journalists can keep a written record of the experience. In a final form, records can be used for the school's classroom study trip guides, for the school or class publications, for the class year-end record, for regional publications, to post in the halls, and to accompany the video and art work.

The helpless orchid, its
beautiful purple petals as
soft as a satin dress, its leaves
as green as the grass below, its
stem as smooth as a baby's skin,
is plucked from its place of
birth, yearning for its right
to live, but only used as
message of love.

Michelle Marcello
George Dewey High School
Philippines

Suggested projects for students:

1. Keep a study trip folder containing collected pamphlets, postcards, photographs, art work, written reports, and other memorable items.

2. Maintain a journal or diary with personal notes and art work that, in conjunction with the trip folder, will serve as a remembrance of "My Stay in an Overseas Community."

3. Create a "Study Trip Research Library."

4. Develop and fill a "Treasure Box." This will become an exciting and motivating tool to remember "My Stay in an Overseas Community

Some suggestions that your class may consider for study trip follow-up activities:

1. Maintain a study trip scrap book.

2. Add to the class museum: fossils, art reproductions, facsimiles, etc.

3. Create a mural or collage.

4. Evaluate and summarize your trip. Add to the school "Study Trip Guide."

5. Prepare presentations to share with other classes and/or parents. These could include video, slide, or tapes media.

6. Present a dramatization on some aspect of the trip.

7. Make a model of a building, an old house, ruins, etc.

8. Develop handicrafts with objects collected: pinecones, acorns, needles, leaves, chestnuts, etc.

Aaron Dohner
Binictican Elementary School
Philippines

Every study trip needs to be evaluated, and the following are some suggestions:

1. One way to measure a successful study trip is to observe the student's enthusiasm and involvement.

2. You may want to use the study trip as the basis for a writing or art exercise to help the students process and evaluate the experience for themselves.

3. A more formal evaluation of the study trip experience can be through a student and/or teacher questionnaire. Some sample questions are:

a. How well did the study trip correlate with classroom curriculum?

b. Was there sufficient information for both students and accompanying adults to best utilize the activity?

c. Would you recommend the study trip for other grade levels and/or subject areas? Which ones?

d. Does the study trip have interdisciplinary ramifications?

e. What would you have cared to see or do more?

f. If you had planned it, what would you have left out?

g. Was the time allowed for the trip satisfactory?

h. Were "Thank You" letters written?

返事紙

トーマス

Tom Proctor
Kadena High School
Okinawa

SAMPLE

Information Gathering Format For Your School's Study Trip Guide

1. Study trip to:

   (Please enclose information brochures)

2. Location:

   (Please enclose map)

3. Objectives:

4. Opening hours:

5. Best suited for grade level:

6. Fees:

7. Best time in the year for trip:

8. Mode of transportation:

9. Arrangements:

   (Contact person, address, telephone number)

10. Time involved:

    a. En route:

    b. On site:

11. Lunch facilities:

12. Lavatory facilities:

13. Materials available:

14. Needed:

    a. Principal's permission

    b. Parental authorization form

    c. Medical release form

    d. Transportation request form

    e. Clothing list for overnight stays

    f. Receipt forms

15. To think about:

    a. "Thank You" letters

    b. Small student-made gifts

SAMPLE

Study Trip Evaluation Form:

1. Contact person (how well did the person serve the group?):

2. Evaluation of items (facilities, fees, etc.):

3. Report (Evidence of pupil's interest to objectives - cite examples in relation to objectives):

4. Special problem areas:

5. Recommendations and suggestions for future trips:

Name of trip leader _____ Date _____

SAMPLE

Study Trip Worksheet:

The Glass Museum

1. Almost every museum has a definite reason for its existence. What is the purpose of the glass museum?

Preserve the national character?

Promote patriotism?

Educate?

2. How did The Glass Museum start? Where did its initial collection come from?

3. Where does The Glass Museum get its funds for operation?

4. Most museums follow standard pattern of arrangement. How is The Glass Museum arranged?

Topical?

Chronological?

Mixed?

5. If you were to reorganize the museum as its new director, and you were given unlimited authority and unlimited funds, what changes would you make?

6. What were the reasons that the location was chosen as the center of glass making?

7. What is the oldest piece of glass found in the glass collection?

8. What was the most interesting piece of glass work found in the glass collection?

9. Which educational display was best presented? Why?

10. In the section showing the modern firms producing glass in the surrounding area, which display or firm produced the "ugliest" glass? (Naturally, this is very much a value judgement.)

11. What was the most unusual product produced by one of the local firms?

12. What one thing do you think you will remember the longest about your visit to The Glass Museum?

HOST NATION CLUB

Discuss with your administration the possibility of organizing a host nation club. One might need to submit a letter requesting administration approval. Such a request needs to include club objectives such as the following:

1. To develop training sessions for official student guides to help school visitors and to assist with the exchange programs.

2. To assist in the preparation for study trips and follow-ups.

3. To develop an appreciation of host nation food by preparing dinners for the school staff and parents on special occasions.

4. To offer training sessions in cooperation with the media personnel to train students to document host nation events.

5. To assist in the organization of overnight study trips.

6. To assist in planning for host nation guests who are attending and participating in host nation club meetings and other school activities.

7. To create a club symbol.

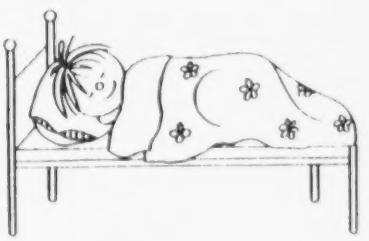
8. To maintain a host nation club bulletin board.

9. To write articles and prepare flyers about coming events in the host nation for the school newspaper and/or parent letter.

After approval by the administration, advertise the forming of a host nation club, and call a meeting for all interested students.

During an early meeting discuss a constitution for the host nation club; elect a chairperson, vice-chairperson, secretary, treasurer; and specify their task assignments. Decide on a club name; have the students decide on the events for the school year, and mark tentative dates on the school calendar. The constitution for the host nation club needs to be discussed, formulated, and ratified.

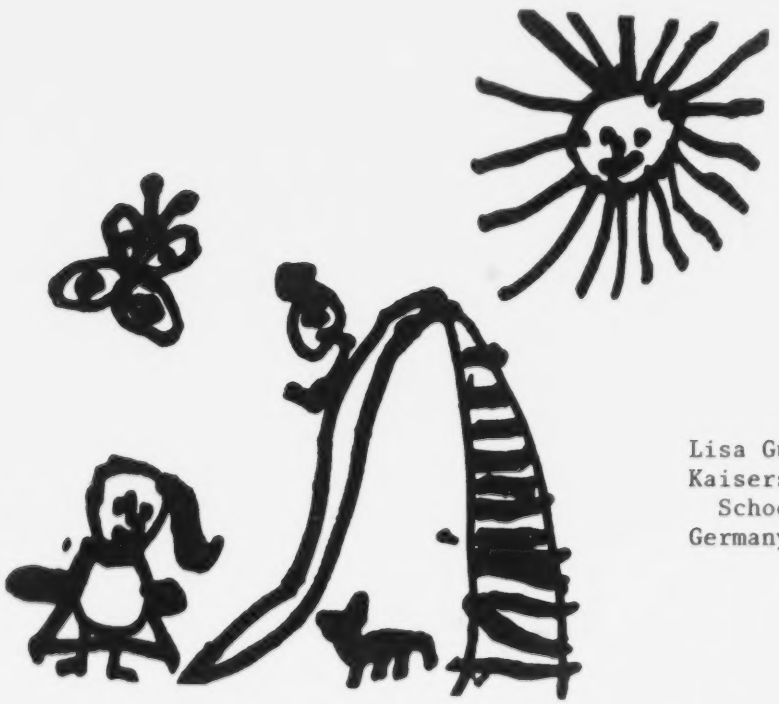
Bilingual students can be a real asset in the club and make excellent school guides for visitors from the host nation. They can provide translations for the school's orientation program, school's publications, class schedules, report card samples, school policies, staff schedule, counselors' role, specialists' responsibilities, etc.



HOST NATION SCRAPBOOK:

In order to keep a record of their stay in the host nation, students could keep their own scrapbook entitled "My Days in _____" or "My Overseas Diary." They could use a three-ring binder or a large scrapbook sold in department stores and exchanges. The books should represent each student's individual impressions and observations.

Each book might contain maps of the country, provincial area and communities, postcards of places visited, magazine and student-made illustrations of important landmarks, festivals, personalities and favorite products, listings from TV programs, words to songs which they have learned, colorful drawings of traditional costumes, flags and banners, folklore heroes, and foods. A section might be devoted to simple recipes for popular dishes. Another section could include illustrated popular folktales, legends, or poems. The section on geography and history could include such topics as climate, annual rainfall, average monthly temperature, prominent land and water characteristics, altitude, distance from sea and mountains, short history of the city, changes which have taken place, wars, and other conflicts. There might be a section with common, everyday expressions which the student has learned.



Lisa Guenon
Kaiserslautern Elementary
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Germany

INTERCULTURAL ACTIVITY DAY

Sports events between the American schools and the host nation partner schools usually emphasize competitiveness, whereas an activity day as described here is more of an uncompetitive, game-like event. The activities focus on working, achieving, playing, and having fun together.

Following is an outline for the organization of such an event. Please keep in mind that special adjustments may have to be made for each specific situation. Not all steps might be necessary, or more may need to be added:

1. Discuss the Activity Day with the administration and get approval.

2. Establish interest in an activity day by finding teachers who are willing to participate with their classes and who would like to be involved in the planning phase.

3. Decide on the number of students (one class, grade level(s), whole school) who are to participate. If no one has much experience in organizing an activity day, it might be best to start on a small scale. It can always be expanded in the following years.

4. Contact the host nation partner school and invite them to participate.

5. Meet with all of the people involved (host nation and U.S. classroom teachers) to establish responsibilities. Form committees and assign specific duties to each:

   a. Activities
   b. Transportation
   c. Supplies
   d. Equipment
   e. Refreshments
   f. Public relations
   g. Cleanup

6. Decide on the date of the activity. The date might be incorporated with special local events such as host nation-American week, friendship week, the community mini-olympics, the town's "New Games Day."

Christian Tetterton
Giessen Elementary School
Germany

7. Find an appropriate location for the Activity Day. Consideration should include: size and surface of the field, bathrooms, changing and storage rooms, distance from schools, etc. If neither school has adequate facilities, contact the military or host nation personnel for use of local area. If the location is to be a U.S. military facility, be sure to make arrangements for entry of host nation citizens.

8. Determine the length of the Activity Day and be sure to consider that U.S. school days and schedules may differ from host nation school days and schedules.

9. If necessary, arrange and coordinate transportation of students to and from activities, and remember that military transportation motor pools often need to know weeks in advance of any transportation requests. Transportation of equipment should also be arranged.

10. Depending on date, length of activity day, and climate, refreshments might be provided. Be sure to include typical host nation foods! Refreshments might be arranged as pot-luck, sack lunches, or cook-outs. U.S. military meal facilities might be able to provide the necessary equipment such as grills, coolers, water buffaloes, paperware, plasticware, etc. If electrical power is needed, check the location for outlets and the voltage. If a restaurant or snack bar is located on or near the activity field, it may be necessary to purchase or rent from them, or to obtain permission to bring in food. Early coordination is a must and the school's officer and/or Public Affairs Office (PAO) should be involved.

11. You may want to consider approaching organizations like the PTSA, Officers NCO, or EM Wives Clubs for funds, if needed. Very often the local PAO office might have money available for intercultural events.

12. Select activities according to age level and number of children, size of field, etc. Activities selected should emphasize working together and sharing, rather than competition! Books such as New Games (Dolphin Books, Doubleday & Company, Inc., Garden City, N.Y., 1976) and More New Games (Dolphin Books, Doubleday & Company, Inc., Garden City, N.Y., 1981) are full of activities. They can be used for a variety of age levels, and can be used for activities involving two students or unlimited numbers of students. The outline of activities should include the equipment needed as well as a description of the intensity of the activity. Select a variety of activities to avoid "overworking" the students. It is recommended that a meeting be held to familiarize all teachers with the activities.

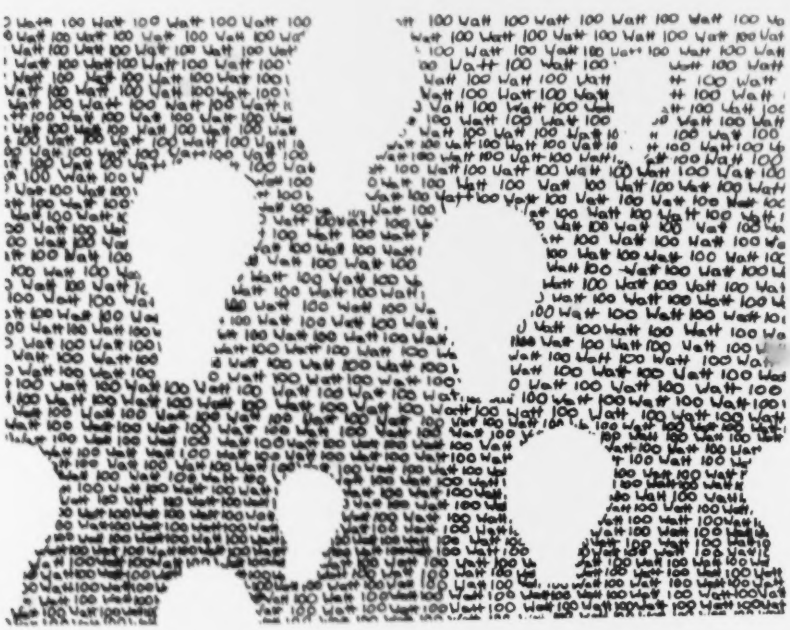
13. Determine the kind of equipment needed such as balls, ropes, spoons, parachutes, balloons, tape, chalk, etc.

14. Identify the equipment which can be obtained from the U.S. or host nation school. For additional equipment needs, check with the U.S. recreation or sports centers, local sports clubs, and the host nation education office.

15. Find volunteers to assist by asking parents of U.S. and host nation students. Often a particular military unit or company may be willing and available to help. The principal might be able to contact military officials to obtain assistance such as transportation, setting up equipment, etc.

16. Start a public relations campaign by informing local host nation and U.S. newspapers/radio/TV about the event.

17. Invite dignitaries, the host nation mayor or equivalent, U.S. military commanders, principals, etc. Do not forget representatives of organizations which have contributed to the event.



Kathy Long
Seoul Elementary School
Korea

18. Order or make awards for all participating students (certificates, medals, ribbons, patches, etc.). Often U.S. organizations will assist in this task.

19. Divide students into groups combining U.S. and host nation students. Heterogeneous grouping is desirable and can be achieved easily by drawing colored ribbons, cardboard, etc., for participating students. Adjust groups if groups have mostly boys or mostly girls. The number of groups should correlate with the number of activities.

20. Send notes to parents indicating time of beginning and ending of Activity Day. Parents might have to change their schedules to attend or provide transportation.

21. Set up equipment in timely fashion, possibly the evening before the event. Divide the activity field into sections according to groups and activities. Make sure to alternate between high-and low-intensity activities.

22. Post colors of groups on assembly area. Students can identify their groups by wearing the same colored shirt. Have each group go to a different section. Students should rotate after certain amount of time with one activity.

23. One of the invited dignitaries might give an opening speech, or perhaps the concluding remarks, or present the certificates at the end of the day.

24. Cleanup committees should make sure all trash is picked up.

25. Have students, individually or in groups, write "Thank you" notes to all people actively or passively involved in the activity.

Tammy Verhune
Yokota High School
Japan

SPORTS ACTIVITIES

One event of your exchange program with a partner host nation school can be a sport activity. A local committee should be established to plan and organize the activities. The physical education teacher might be able to assist you in planning the program which should include a typical host nation sport.

I. Organization of Events

1. Prepare individual scoring sheets which include the student's name, age, school, events, time, distance, and final placement (see sample 1). These scoring sheets might be designed by the students.

2. The scoring sheet forms could be sent to the partner school in advance. When the completed participant forms have been received from the partner school and the American students, a group of students could arrange the teams in groups of 10 by age with both host nation and American students on each team.

3. You may want to teach the American students the host nation language words for reporting time and distance results.

4. A committee needs to be selected to run a food sale.

5. Awards (ribbons, medals, plaques, certificates) designed by students are recommended.

6. A committee of students should mark running lanes and measure and mark the distances where needed. Jump pits should contain enough sand so that injuries are avoided.

7. On the day of the event American students should greet host nation participants, directing them to dressing rooms, toilet facilities, and group assignment areas. The host nation language should be used as much as possible.

8. All participants should be given completed participation forms which are to be kept for all events. Student recorders should record scores on the forms.

9. American students who are not participants in the sports events can be assigned as group guides, timers, translators, measurement judges, and/or recorders.

10. After each group has completed all events, all forms should be collected and winners determined. Following is a suggestion of how to determine winners:

a. 75 meter run: Best time in each group, 1st place; second best time, 2nd place; third best time, 3rd place.

b. Long Jump: Longest jump in each group, 1st place; second longest in each group, 2nd place; third longest in each group, 3rd place.

c. Ball Throw: Same scoring procedures as for the long jump.

11. Suggestions for awards:

a. Certificates for all participants.

b. Ribbons or medals for 1st, 2nd, and 3rd places. For example, the school with the most first place awards could be given a trophy or plaque.

c. The school's score can be determined by giving 3 points for each 1st place, 2 points for each 2nd place, and 1 point for each 3rd place.

d. The school with the most points receives a trophy or plaque.

e. You may want to consider a fairness award.

SAMPLE

PARTICIPATION FORM

Student Name _____ Age ____ School _____

Group _____

75 Meter Run - Time _____

Long Jump - Distance _____

Ball Throw - Distance _____

Placement within Group - 1 2 3 4 5 6 7 8 9 10

II. Competitive Games

Divide the class or classes into groups according to size and physical ability. All students, including the physically handicapped, can participate in the games. Suggestions for activities:

You may want to consider a "Mini-Olympics"

A. Bean Bag Toss

B. Ring Toss

C. Ball Throw

D. Relays

E. Host nation Throwscotch, described below:

Sunday
Saturday
Friday
Thursday
Wednesday
Tuesday
Monday

The days of the week are written in the host nation language.

Each player attempts to toss an object (stone, bottlecap, etc.) into the first area, Monday. If they are successful they attempt to toss it into the next area, Tuesday. If they miss they must remain in the Monday area and the next child takes his/her turn. The first child to successfully toss the object in all areas is the winner.

F. Additional activities which might be used are:

(1) Movement Experiences and Body Mechanics

a. Movement exploration

b. Use of manipulative apparatus: wands; balls; hoops

(2) Physical Fitness Activities

(3) Rhythmic Activities

a. Folk and square dances
b. Modern dance
c. Creative rhythms
d. Rhythmic gymnastics
e. Popular dance

(4) Gymnastics

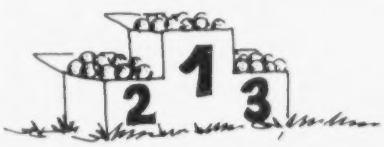
a. Floor exercise and mat work
b. Parallel bars--even and uneven
c. Horizontal bar
d. Side horse
e. Balance beam
f. Trampoline
g. Rings

(5) Simple Games and Relays

a. Lead up games
b. Dodge ball and variations
c. Games of low organization

(6) Recreational Games

a. Table tennis
b. Horseshoes
c. Shuffleboard and darts
d. Other



(7) Apparatus

a. Rope skipping
b. Parachute play
c. Scooter games
d. Rope climbing

(8) Conditioning

a. Weight training
b. Aerobics
c. Circuit training

(9) Outdoor Activities

a. Backpacking
b. Cycling
c. Skiing
d. Camping
e. Hiking/jogging
f. Boating

(10) Team Sports Skills and Activities

a. Soccer
b. Flag football
c. Rugby
d. Volleyball
e. Basketball
f. Team handball
g. Softball
h. Field hockey
i. Variations of the above

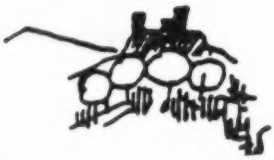
(11) Individual Sports Skills and Activities

a. Track and field
b. Tennis
c. Badminton
d. Softball - one pitch
e. Wrestling
f. Golf
g. Handball and racketball
h. Bowling
i. Archery

(12) Swimming

a. Basic swimming skills
b. Synchronized swimming
c. Lifesaving
d. Skindiving
e. Form diving
f. Competitive swimming

Susan Dunham
Seoul High School
Korea



VOLKSMARCH

An excellent way to build school spirit and host nation - U. S. relations is to adopt the German custom of Volksmarching. Other countries may have a similar custom. A Vol'smarch is an organized walk on a designated trail. The trail can be any distance from 5-12 kilometers. Prizes are usually given at the end of the march, and refreshments are usually available. To set up such an activity, use the following as a guideline:

A. Initial Planning:

1. Obtain the principal's permission and poll the faculties of the American and/or the host nation school for interest.

2. Organize a committee of teachers and students to do initial work on prizes, route, refreshments, etc.

3. Plan prizes which may be a medal, patch, or some other souvenir related to the host nation or American community. Students will pay for a ticket to walk, and then the prize will be given at the completion of the walk. A design contest might provide a good opportunity to encourage student interest by having them design the medal or patch.

4. Plan the walking route which will be varied and interesting; e.g., forest, village, farms, etc. Be sure to contact any authorities necessary for permission to walk on the land.

5. Plan refreshments which can be served along the way at a rest stop and/or at the end of the walk. This can be used as a fund raiser for classes or if funds are available, free refreshments could be provided.

6. Design tickets according to theme. Students should purchase tickets ahead of time and carry them on the walk, to be stamped for verification along the way at one or more rest stops.

7. Solicit volunteers especially for the day of volksmarch. They can operate the refreshment stands and rest stops on the route.

8. Decide on a time and date allowing time for designing and ordering of prizes, organizing volunteers, advertising, etc. Make a time schedule for classes, so that all are not beginning the walk at the same time.

9. Make arrangements to have first aid assistance available on the day of the walk.

B. Day before Volksmarch:

1. Finalize the Volksmarch path by putting up trail markers, signs, and arrows along the way. The path should be well marked so that participants do not get lost. Older children with the help of a teacher can mark the route.

2. Set up rest or stop areas and make final refreshment arrangements.

3. Have one class walk the trail on the afternoon before the scheduled walk, to make certain that the path can be followed. These children can then be guides for the younger children on the next day. They can also be helpers in the various stands such as stamping tickets, refreshments, etc.

4. Make arrangements for collecting money, both in host nation and American currency. Have sufficient change available in both currencies.

Michiko Swiggs
Sullivans Elementary School
Japan

C. Day of Volksmarch:

1. Set up refreshments, rest stops, ticket areas for stamping, etc.

2. Enjoy the Volksmarch!

D. After the March:

1. Have a clean-up committee to clean up rest areas and the walking route.

2. Write "Thank you" letters to all volunteers and others who assisted. Letters of appreciation should be sent to those individuals who granted permission to have the walk.

E. Variation:

You may want to consider:

1. To have students complete a physical exercise at one stop.

2. To have several tasks to be completed enroute (an observation task, determination of flowers, trees, berries, etc.)

3. To collect items (stones, pine cones, leaves, flowers, etc.)

4. To complete a creative writing project.

5. To find new words to a song.

INTERCULTURAL ARTS FESTIVAL

A good way to emphasize host nation culture is to organize a cultural arts festival. The purpose of such a festival is to share with the American school community the local arts and related non-competitive cultural activities: music, dance, drama, crafts, fine arts, story telling, games. For maximum student participation, host nation persons, and/or parents who are willing to share their expertise and skills can act as workshop teachers in the festival. Following are some ideas and suggestions for planning and organizing an Intercultural Host Nation festival:

Jason Booher
West Ruislip Elementary School
England

In organizing the festival both American school resource people, music, art, science, drama, dance, and physical education teachers as well as interested classroom teachers should assist in the planning. A local committee made up of classroom and host nation teachers should be selected to plan, organize, and research what cultural activities will be included in the festival. This committee will later report to the faculty all the projects, the purposes, expectations, time requirements, and other details.

The school principal needs to be kept fully informed and must approve all planning prior to making any commitments to the festival. This includes clearances, transportation, use of facilities, materials, health needs, money requirements, base requirements, etc.

Close cooperation and communication between the American classroom teachers and the host nation teachers will insure maximum clarity of the entire procedures. Bilingual students should play an important hosting role in the festival committee and should be part of the planning.

In some schools a festival may be developed only for certain grade levels; e.g., 6th graders, or kindergarten through 3rd grade. Other schools may have the entire school involved at one time. Nearby schools might want to work together to provide a broader based festival such as an elementary school and a high school. Such a model could also have high school students as festival aides, assistants in workshops, and on the festival grounds.

A. Date of Festival: Experience has shown that the four most successful time periods have been:

1. The first of the school year to introduce the host nation to the school community

2. A holiday season to share celebration activities

3. An end-of-the-school-year period to culminate the year's activities.

4. As part of Foreign Language week activities.

B. Length of Festival: When an entire school is at the festival, a full day could be planned. Some schools might even consider a two-day festival.

C. The Workshops: Once an inventory is made of possible activities and/or workshops available to the school from the host nation and American school community sources, an outline of time sequence, student numbers per hour or overall festival purposes, teaching expectations, and expected learning outcomes should be given to prospective workshop leaders. A response form should be provided to the prospective participants so that they can list materials they will bring and list those materials they expect the hosting school to provide. Once the invited workshop leaders have responded, the workshop schedule can be developed, a layout of activities can be made for the site, student request forms can be developed and circulated to student participants, and material lists can be prepared for purchasing or acquisition through the school supply sources.

D. Major Committees: All persons must be fully briefed as to purposes, meeting requirements, follow-through responsibilities and work load. Below is a suggested list of committees and their responsibilities:

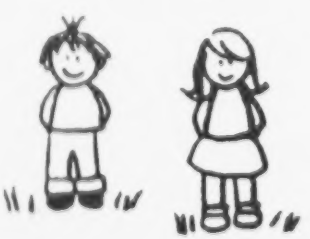
1. One committee is responsible for the overall planning.

2. Workshop committee is to secure workshop teachers.

3. Supply committee is to maintain supply lists, obtain supplies, handout supplies, see that supplies at the festival are cared for and/or secured, and any remaining supplies are returned.

4. Transportation committee, if required, makes all arrangements for any travel to the site and return if it is necessary for visiting bands, folk dance groups, etc. They arrange for transportation of supplies which may require working closely with the school administration and school/base transportation people.

5. Budget committee maintains the financial accounts and records for final accounting. The committee usually develops the over all budget.



6. Festival site committee organizes the placement of workshops, secures necessary tables, water needs, garbage collection, exhibition, and performance spaces. They make certain that electrical needs and food serving areas are secured, and sound systems and special lighting requirements are being met.

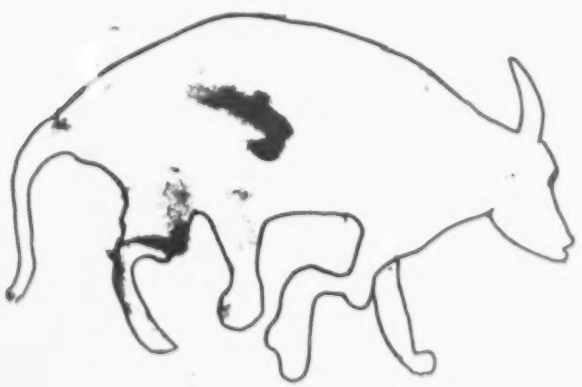
7. Food committee plans for meals, serves food, and cleans up food areas. A snack break of fresh fruit, juice, and cookies is recommended.

8. Theme committee plans the overall visual and auditory environment. Suggestions: Banners, background music. Foods should be placed on creatively decorated tables, nametags should be made, clay pendants could be given out; thus the ambience of a festival is created.

9. Signs committee prepares all signs for directions, workshop identification, toilet facilities, garbage drops, etc. They install and maintain all sign needs. All signs and directions should be in the host nation language and in English.

10. Clean-up committee sets up clean-up requirements, supplies, garbage bags, maintains garbage pick-up, and assumes responsibilities for overall site clean-up as required.

11. Housing committee arranges for housing if overnight stay is required by either students or workshop leaders. They maintain a roster of housed persons and outline housing requirements to all personnel such as use of water, towels, security, food in rooms, laundry, etc.



Jay Smith
Binictican Elementary School
Philippines

12. Evaluation committee prepares, disseminates, collects, and collates all evaluation forms. A thorough evaluation of the present festival provides recommendations for future festivals. Evaluation information is gathered from:

a. Workshop leaders
b. Workshop student participants
c. Parent participants
d. Host nation and American community observers
e. Festival committee members

Evaluation summaries should be given to:

a. Festival committee
b. School administration
c. Superintendent
d. Regional office host nation curriculum coordinator

13. Publicity committee is responsible for all radio, television, host nation and/or American newspapers, and school publications. They may want to consider posters, bumper stickers and/or flyers.

Joseph Craft
MacArthur Elementary School
Philippines

Sara Hadley
Geilenkirchen Elementary School
Germany

14. Workshop suggestions, which could emphasize host nation arts:

Art	Music	Dance
Painting	Student Choirs	Jazz
Drawing	Kinziejtaler (Brass)	Folk dancing
Paper making	Union Brass Band	Modern dance
Jewelry making	Army/Air Force/Navy Band	Ballet
Quilt making	String Quartet	Interpretive dancing
Photography	Orff Instruments	Breakdancing
Stitchery	Koto	The 50's
Model making	Flute group	Wheelchair dancing
Block printing	Music and Dance	Dance and pottery
Bookbinding	Baroque Quintet	Morris dance
Kite making	Typical music of the host nation	Dance school group
Vegetable prints	Popular music of the host nation	Street dancers
Fish prints	Bolero	Flamenco
Ice sculpture	Salsa	El Tamborito
Flowermaking	Guaracha	La Denesa
Ikebana	Bazooka	La Cumbia
Fabric printing	Mosouke	El Punto
Fan-making	Drums	Rug dance
Origami	Bones	Dances of the season
Doll making	Sacral music	Regional host nation dances
Silkscreen print	Harmonica group	
Mola making		
Typical host nation craft		
Mosaic pictures		
Tie dying		
Batik		
Banner making		
Postcard making		
Console making		
Basket weaving		

Drama

Puppetry
Mime
Play writing
Clowning
Opera group
Kabuki
Noh
"Jedermann"
Costuming
Tie-break theater
Dinner theater
Street drama
Melodrama
Excerpts from the local base theater production
Preparation of stage setting and props
Folk tales
Local dramas
Talent Show
"All the world on stage"

Others

Food preparation
Bread baking
Poetry
Bamboo cooking
Cake, cupcake, cookies decorating
Typical host nation foods
Soul foods
Stamp collecting
Integrating of art, music, poetry, and dance
Story telling
Videotaping
Scavenger hunt
Sculptures
Fashion show
Rock collecting
Science projects
Seasonal dishes

15. Festival planning cannot begin too soon. At least 5 months should be used for the planning with all committee chairpersons outlining needs, setting theme, and scheduling volunteers. The following planning schedule might be helpful:

a. Month One: All committee chairpersons should be named, committee needs outlined, the site selected and visited, and the budget outlined.

b. Month Two: Committee members should be named, theme for the festival selected, activities suggested, site requirements made, transportation and housing needs identified, regular meetings with committee chairpersons scheduled, workshop inventories made, workshop projects selected, participating artists informed and budget finalized.

c. Month Three: All workshop leaders contacted and participation confirmed, supply lists finalized and sources obtained, thematic materials planned and organized, and workshops sites finalized.

d. Month Four: Student participants select all activities; overall festival schedule prepared for artist-teachers, parents, and administration; food requirements are planned for; and signs requirements are outlined.

e. Month Five: All supplies organized for distribution, evaluation sheets prepared, student participants provided with festival outline, site preparations finalized, all signs made, and the clean-up committee requirements outlined.

INTERCULT

NAME GRADE

Please choose the workshops you prefer to a
numbers: 1 for 1st choice; 2 for second ch
you a first choice.

ALL DAY SESSION

_____ Videotaping
_____ Poetry and Painting
_____ A Little of Everything
_____ "Getting the most out of your stay in the host nation environment
_____ Bamboo cooking
_____ Food preparation
___ German foods
___ Greek foods
___ Mexican foods
___ Chinese foods
___ Breadmaking
___ French foods
___ Philippine food preservation
_____ Paper making
_____ Silversmithing - Casting
_____ Become a clown
_____ Quilt making
_____ Photography
_____ Puppetry
_____ Model making

HALF DAY SESSION(

___ Indian cooking
___ Communication m
___ Jazz dancing
___ Block printing
___ French food
___ Puppetry
___ Bookbinding
___ Kite making
___ Vegetable/Fruit
___ Cake decorating
___ Latchhook rugs
___ Ice decoration

SAMPLE
Student Registration Form

URAL ARTS FESTIVAL

ttend in EACH session. List your choices by using
oice; 3 for third choice; etc. We will try hard to give

2 - 2½ HOURS)

ovement

Sculpture/Decoration

SHORT SESSION 1 HOUR

____ Flower making
____ Host Nation Boys Choir
____ Caricature/Illustration
____ Drama workshops
____ Fabric painting
____ Food preparation
___ German foods
___ Greek foods
___ Mexican foods
___ Chinese foods
___ French foods
___ Philippine foods
___ Food preservation
____ Origami
____ Dancing - with local folk dance groups
____ Stamp collecting
____ String quartet
____ Silkscreen printing
____ Photography
____ Tie-dyeing
____ Drama

THEMATIC SUGGESTIONS FOR HOST NATION ACTIVITIES

The following list contains an informal sample of some topical or thematic areas which can be developed for any grade level. Each one can become the basis for learning experiences (i.e., vocabulary development, simulations, role-playing exercises, games, art, music activities, and study trip projects).

ANIMALS: zoo, natural science museum, farms, pet shops, fisheries

CLOTHING: fashion, textiles, folk costumes, seasonal differences, regional differences, clothing care

COMMUNITY: neighborhood, services, architecture, history, rural, urban

CUSTOMS: legends, traditions, folklore, music, folkdances, art, literature, humor, holidays, festivals, theater, handicrafts

ECONOMICS: trade, industry, banks, money, imports/exports, living standards, stock market

FOOD DINING SERVICES: shops (bakery, butcher, etc.), restaurants, bottling works, farmer's markets, recipes, regional dishes, farms, dairies, food processing, times and names of meals, shopping, packaging, preserving, table settings

GEOGRAPHY: conservation, ecology, weather, seasons, natural resources, geographic features, map study

GOVERNMENT: politics, police, law, military, city hall, states, central government, elections, rights, responsibilities, personalities, parties

HEALTH: parts of body, doctors, dentists, nurses, hospitals, preventive care and hygiene, illness, medicinal herbs and usage, apotheke

HISTORY: museums, historic sites, personages, timelines, folklore, events

HOLIDAYS: religious, secular, festivals, pageants (music, art, dance, literature)

MANNERS: table, greetings, group, regional

MASS COMMUNICATION: newspapers, radio, television, books, films, magazines

MEASUREMENTS: currency, weight, sizes, distances, temperatures

PEOPLE: individuals, family, neighbors, friends, workers, clubs, groups, communities, work roles, prominent leaders

PUBLIC SERVICES: water, electricity, gas, post office, telephone, sanitation, traffic services, city information agency

RECREATION: sports, hobbies, camping, clubs, toys, parks, play activities, games, theater, travel, galleries, sight seeing, hiking

RELIGION: history, beliefs, symbols, rituals, places of worship

SCHOOLS (EDUCATION): subjects, materials, programs, types of schools, roles activities

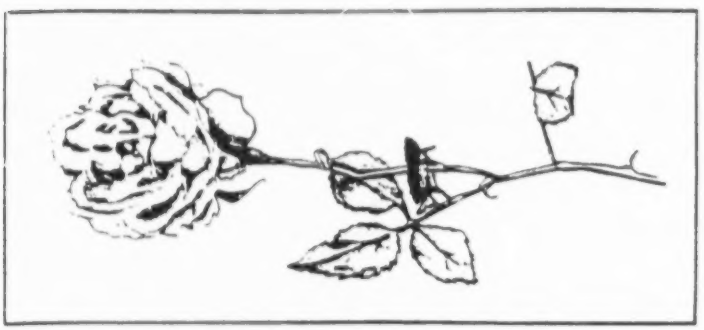
SHELTER: construction, architectural types, historical development, rooms, functions, furnishings

SHOPPING: types of shops, functions, organization, shopping manners, store personnel

TRANSPORTATION: automobiles, buses, trains, trollies, bicycles, airplanes, boats, terminals, traffic signs, services

WORK (OCCUPATIONS): industrial, handwork, farm, services

WORLD COMMUNITY: international ties, foreign trade, economic union, defense alliances, emigration, immigration, contributions to culture



Madeleine Delage
Augsburg High School
Germany

MEMORANDUM FOR Regional Foreign Language/Intercultural Coordinator

SUBJECT: Recommendation for the Appendix

1. The following change, correction, or deletion is recommended for page(s) ___:

2. The following addition is recommended:

(Additional forms can be reproduced)

Distribution: X, Q (1 per Intercultural teacher, K-8; 1 per grade level, K-8)

Department of Defense Dependents Schools
(DoDDS)
2461 Eisenhower Avenue
Alexandria, Virginia 22331-1100